

School Policy for Design and Technology



1. Introduction

- 1.1. Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team.
- 1.2. Through the study of Design and Technology, children combine practical skills with an understanding of aesthetic, social, cultural and environmental issues.
- 1.3. This policy outlines the purpose, nature and management of Design and Technology taught at Uffington School.
- 1.4. This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.
- 1.5. The implementation of this policy is the responsibility of all teaching staff.

2. Entitlement

- 2.1. Design and Technology is an integral part of the National Curriculum.
- 2.2. All children are taught the skills and knowledge of Design and Technology as outlined in the programmes of study of the National Curriculum.
- 2.3. All areas of study are covered at least once at Key Stage 1 and at least twice at Key Stage 2.

3. Aims

The National Curriculum for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- Critique, evaluate and test their ideas and products and the work of others;
- Understand and apply the principles of nutrition and learn how to cook.

4. Implementation

4.1. In the Foundation Stage, design technology activities come from within the Early Learning Goals and foster the Specific Areas of Expressive Arts and Design and Knowledge and Understanding of the World. Children are encouraged to ask questions about how things work, investigating and using a variety of construction kits, materials and appropriate tools. Activities are planned to develop making skills and teach children how to use appropriate tools and construction material safely and with increasing control.

4.2. At Key Stages 1 and 2, each unit of work is planned to include the four strands of the Design Technology curriculum:

- Design
- Make
- Evaluate
- Technical Knowledge

4.3 Design and Technology is linked to termly topics and themes in order to place units of work in context and to support learning across the curriculum.

4.4. A range of ICT software and peripherals, including Control Technology, are available to model and support teaching and learning in Design Technology.

4.5. Digital devices are used to collect visual information, record observations and record work in Design Technology.

- 4.6. Children use the Internet and other ICT applications to explore how things work and the ways in which products are designed and made in industrial settings. At Key Stage 2 children apply their understanding of computing to program, monitor and control their products.
- 4.7. Children have opportunities to work individually and co-operatively and are encouraged to reflect upon their own work and that of others.

5. Resources

5.1. The school has a wide range of resources for the teaching of Design Technology; the majority of these are stored in the practical area but sharp tools are stored in the cupboard under the stairs in the photocopying room for safety reasons.

5.2. Children are only permitted to use sharp tools, including knives, drills and saws, under adult supervision.

5.3. When handling food, children are taught to follow proper procedures for food safety and hygiene.

6. Assessment and Recording

The child’s ability to design and make products is assessed through discussion, observation and evaluation of finished articles. Attainment and progress in Design and Technology is reported to parents annually as part of the Individual Report.

7. Monitoring and Review

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Reviewed with reference to the National Curriculum 2014	January 2014
Policy reviewed by the Curriculum Committee	February 2016
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Policy reviewed	June 2020
Next Review	June 2022

